

Chapter 6

The Technology Domain of the Distance Learner

Learning Objectives. Distance learning is a relatively recent innovation in education. Without question, it has taken root in higher education and is experiencing rapid growth as a modality for instruction. The potential impact of distance learning on education is only now being realized and includes innovative teaching strategies and learning styles based on several unique features of this media.

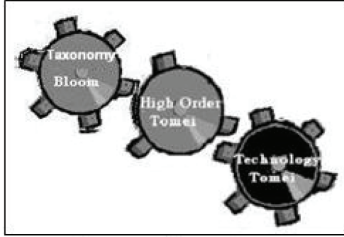
Many educators accept teaching with technology as perhaps the most important instructional strategy to impact the classroom since the text book. The Taxonomy for the Technology Domain was originally introduced as a paper at the 2001 Pennsylvania Association of Colleges and Teacher Educators Conference (PACTE, Oct 2001). It met the scrutiny of the international community during the 2004 IRMA (Information Resource Management Association) Conference. Ultimately, it found its way into publication as a standalone text book from the Idea Group International Publishers in 2005. The Taxonomy for the Technology Domain, like its predecessors in the cognitive, affective, and psychomotor domains, continues to develop. This chapter presents the latest in the theoretical underpinnings and investigative research into its practical application as an instructional strategy for distance learning.

Literacy, collaboration, decision-making, technology for learning, technology for teaching, and technology offer a new perspective for integrating technology into the distance classroom. The common vocabulary of definitions, activities, and technology-based learning objectives that targets the distance

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Figure 1. Distance Lesson Plan Template (Focus on Learning)

 Focus on Learning	
Identify the primary Pillar of Education that provides the comprehensive conditions of teaching and learning addressed by this lesson:	
<input type="checkbox"/> Philosophy (What are we teaching?)	<input type="checkbox"/> History (When are we teaching?)
<input type="checkbox"/> Psychology (How do we teach?)	<input type="checkbox"/> Leadership (Whom is responsible?)
<input type="checkbox"/> Sociology (Who are we teaching?)	
Objectives and Goals introduced in the following domains of traditional learning. Identify the level of the taxonomy addressed by the lesson.	
<input type="checkbox"/> Literacy	
<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Decision-making	
<input type="checkbox"/> Technology for learning	
<input type="checkbox"/> Technology for teaching	
<input type="checkbox"/> Tech-ology	

learner is also presented. The following objectives are set for this chapter. After completing the chapter, readers will:

- Identify the foundational skills for distance learners
- Become familiar with the stages of the taxonomy for the technology domain and its application to teaching and learning of the distance learner.
- Be able to apply the Taxonomy for the Technology Domain to the development of learning objectives for the distance learner.
- Identify key instructional technologies supporting the technology domain and the distance learner.

Lesson Plan Template. Refer to **Appendix C, Distance Learner Lesson Plan Template** as the chapter discusses **Focus on Learning** as depicted in Figure 1.

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